



Behaviour Policy



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| Implementation Date | September 2021 |
| Review Date | September 2023 |

At Behurst Primary School we expect every child to demonstrate high standards of behaviour at all times to ensure that:

- Every child has the right to feel safe and secure at school and have the opportunity to enjoy learning without distraction from others.
- Every teacher and adult to be able to teach without obstruction and to work in a mutually respectful and professional environment.
- Every parent/carer know that their child is safe, treated fairly and will be supported to develop the skills to enable them to engage positively in our school community

Aims

- To ensure all members of the school community can learn and work together in a safe, happy and secure environment.
- To provide a high standard of education through effective teaching and learning for all pupils to succeed within a broad and balanced curriculum.
- To provide equal opportunity for everyone at our school regardless of race, class, gender, sexuality, special educational need, religion, culture or ability.
- To encourage and develop independent thinking, life-long learning, self-esteem and confidence, alongside respect and support for others.
- To provide a safe, caring, happy and stimulating atmosphere driven by our Core Values and Golden Rules.
- To encourage an educational partnership between children, staff, parents/carers and governors and to promote links with the wider community.
- To develop the role and understanding of staff and pupils of self-responsibility as well as the confidence to recognise behaviours which are not acceptable and to challenge them e.g. their role as a bystander.
- To create a school ethos that encourages children to disclose bullying incidents.
- To raise awareness in the school community of what bullying is and that bullying is unacceptable behaviour.
- To support those who are affected by bullying behaviour and for those involved in bullying behaviour.

Staff Responsibilities

Staff ensure positive learning behaviour through:

Implementation of best practice in learning and teaching:

- Quality first teaching (inclusive, fun & inspiring) ensuring that every child can succeed in every lesson
- Feedback and marking which provides achievable targets that encourage positive learning attitudes a

By building positive relationships:

- Rewards - e.g. actively noticing good behaviour, moving up the traffic light, team points, sunshine badge, sticker in sticker book and positive messages to parents.
- Good relationships with parents by being available at the start & end of the day, taking concerns seriously and by informing them of good behaviour and learning success as well as behaviour which is a concern.
- Remembering a teacher's own role in the behaviour of a class & being mindful of reasons that may be linked to certain behaviour e.g. through inappropriate activity, lack of challenge, breaks in routine etc.
- Balance of reward & sanction - not punishing a whole class for the actions of individuals and knowing that sometimes telling off is enough.
- Knowing the children as individuals. This means where they are in their learning, how they learn, what sort of people they are, and the best way to support them encouraging confidence, self-esteem and positive relationships with other children and adults.
- By recording significant contact with parents and carers using the agreed school record keeping systems.

By modelling and teaching learning behaviours:

- Helping children become independent and active learners, by listening and acting on their knowledge and understanding, encouraging them to think for themselves, develop their own opinions, and to organise their own time and resources effectively, with support from the teacher.
- By ensuring a child is calm before discussing any negative behaviours knowing that an agitated or angry child will not listen until they are calm.
- Knowing that humour can be an extremely powerful behaviour management tool.
- Adults giving explicit direction and being clear with reasons for actions and consequences for actions e.g. 'I have moved you because you were disturbing other children and if you continue to talk I will sit you on your own'.
- By not engaging children in extended discussion about incidents but simplifying them in relation to school expectations e.g. 'You kicked someone and even though you were provoked it is still unacceptable'.
- To clearly set the expectation that respect means pupils not raising their voice at you or answering back.
- By utilising a variety of positive redirection.
- Using role play/drama and circle time to help children develop strategies to deal with situations and giving the child strategies to deal with a situation if it should arise again.
- By taking pupil concerns seriously and applying the schools policy on bullying fairly and with an awareness that bullying occurs in every school and is a hindrance to a positive learning climate for both pupils and adults. By ensuring consistency of expectation from all stakeholders
- Referring to school Golden Rules displayed around the school.
- All adults being proactive in ensuring that children from Reception to Year 6 are expected to enter and leave assembly and to walk around the school quietly in single file with hands by their sides to avoid touching others.
- Ensuring that when a sanction is used it is fair and appropriate for the action.
- Negotiating class rules with the children at the beginning of a school year and displaying these in the classroom.
- Actively discouraging children from leaving the classroom to use the toilet during lesson times and use escorts for the least trustworthy to ensure learning time is maximised.

- By listening but being clear that your decision is final regardless of whether it is perceived as right or wrong.
- By supporting the school policy of ensuring that children who are old enough to go home without an adult at the end of the school day, do so immediately with due respect for our local neighbours and community. Upholding our school values and positively representing our school whilst in our community.

The Parents'/Carers' Responsibilities

For pupils to achieve to their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers all want their children to succeed and be safe and happy within school. Parents can support their child to adhere to the expectations of the school community by:

- Explaining to your child what school is a place for learning where they will be living with other people and that means sharing - books, equipment, adult attention and co-operating with others.
- *Helping your child with their learning:* This means showing an interest in what your child has done at school, sharing reading books, ensuring homework is completed, looking after and returning borrowed books or resources and attending parents' meetings and open evenings to discuss your child's progress with the class teacher.
- *Supporting the school:* Any worries or concerns should be shared first with the class teacher. It is not always appropriate to voice your concerns in front of your child or other children in a public place. Make an appointment. We are always willing to listen and come to a shared understanding.
- *Acting on messages from the school:* This may mean praising your child at home for actions at school or discussion and sanctions at home to support those imposed at school as well as understanding that undermining your child's teacher in front of your child will create further situations that may be very difficult to repair.
- *Understanding that the school can act to prevent and stop bullying.* Bullying takes many different forms and the school will always take a balanced view and listen to all sides of a story before acting.
- By not attempting to deal with issues yourself through conversations with children or other parents in the playground.
- *Understanding that children also learn from watching the behaviour and actions of their parents and siblings:* If the parent / carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect his/her learning. Parents / carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation has been resolved.
- *Sending your child to school on time.* Every day. If they are not well enough to come make sure that they returns at the earliest opportunity.
- *Sending your child to school ready to learn:* Children to need concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten, and to be suitably dressed.
- By actively supporting the school policy of ensuring that children who are old enough to go home without an adult at the end of the school day, do so immediately with due respect for our local neighbours and community. Upholding our school values and positively representing our school whilst in our community.
- *Communicating with the school any special medical needs:* Or any special circumstances at home that may affect your child's learning.

The Child's Responsibilities

The Golden Rules of Benhurst Primary School are displayed throughout the school. These rules are regularly explained and discussed with children. The core expectation of behaviours we require from children at in and out of the classroom are:

- Treat others with respect
- Keep your hands and feet to yourself
- Always speak and listen appropriately
- Use school equipment correctly
- Always do your best because 'Only my best is good enough for me'

Benhurst Primary School's Core Values

For our school to maximise its true potential and continue to flourish, all members of the school community must share a common set of beliefs and values. At Benhurst, we have defined the Core Values which underpin our thoughts and actions.

Wisdom - At Benhurst, we make good choices. We wait for negative emotions like anger, fear or resentment to pass before taking action, wherever we are. We consider the thoughts of others as well as our own. We approach each day with an open mind and a readiness to learn.

Justice - At Benhurst, we treat others as we would like to be treated. We are truthful and honest in all we do. We show self-discipline in the face of our desires and are concerned with the well-being of others.

Courage - At Benhurst, we are brave when faced with a challenge and persevere when things are tough. We are not reckless but willing to take necessary risks when fear, embarrassment or the opinion of others might otherwise discourage us from doing what is right and proper.

Compassion - At Benhurst, we help those who need help, not just our friends. We are forgiving of others who have made poor choices and show care and concern for all. We put others before ourselves and show kindness in all we do.

Belief - At Benhurst, we believe in everyone. We know that hard work and good intentions make a difference. We look to the future with positivity and high expectations and work hard to achieve our dreams and ambitions.

Respect - At Benhurst, we are kind and polite to everyone. We are tolerant of people of all faiths, cultures and backgrounds and honour the achievements and qualities of others.

Responsibility - At Benhurst, we keep our word. We take care of our work, always conduct ourselves responsibly and follow the Golden Rules, both in out and of school. We accept our failures and mistakes without excuses and with a willingness to improve and persevere.

Rewards

At Benhurst, the staff promote positive discipline by commending good behaviour and making an example of this. The following strategies are used:

- Every Friday one child from each class is nominated by their teacher to receive a Sunshine Badge, which is linked to one or more of our Core Values. The badge is presented by the Headteacher during Celebration Assembly where the teacher outlines the reasons why they have been selected.
- Staff reward children with stickers to celebrate and promote good work and good behaviour. Children collect their stickers in a sticker book and receive a certificate in Celebration Assembly each time they complete their sticker book.
- Value stickers are to children who have positively exhibited a Core Value.
- Verbal praise is given to individual children, groups or whole classes whenever appropriate.
- Certificates are awarded at the end of each term to celebrate children's academic, sporting or social achievements.
- Team Points are awarded by staff up to a maximum of 2 points at any one time. These may be awarded for demonstrating our Core Values at any time whilst at school. Weekly Team Points are collated and the winning team is announced during Celebration Assembly.
- Children, who demonstrate our Core Values consistently, may be given additional responsibilities around the school including roles such as our Librarians.
- Conversations with parents to inform them about their child's excellent behaviour.
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In order to support children who experience difficulty in adopting successful learning behaviours the school uses a range of support strategies. The most important aspect of this is to have full parental support in the wider aims and ethos of the school in correcting behaviour, which is to the learning detriment of pupils. Other such strategies include:

- A system for logging incidents which allows for an analysis and tracking of issues and the identification of pupils at risk of exclusion, as well as any patterns of bullying.
- Weekly/Daily behaviour reports with individual targets that are monitored by senior members of staff and communicated home.
- Pastoral Support Programmes for children who are identified to be at risk of exclusion including the involvement of external.
- Social skills groups for children who present particular difficulties.
- Restorative justice meetings for pupils facilitated by a member of school staff.
- Re-integration meetings with pupils returning from exclusion.
- Organised/'Zoned' playground activities with adult led and supervised team games as well as resourced quiet areas.
- Alternative play opportunities at lunchtime for children who find the long period difficult.
- Engaging with outside agencies for support.

Whole School Behaviour Tool - The Traffic Light System

In each classroom the children's names are displayed on a 'traffic light'. The colours on the traffic light start with red at the bottom, and move up to amber, green, silver and then gold. The children's names begin on the green section each morning and their names are moved up or down according to their behaviour throughout the day (see possible examples of each behaviour outlined below). If a child's name reaches gold or remains on red at the end of the day, a conversation with the parent will take place by the class teacher. SLT are informed where necessary.

| | | | |
|--|--|---|---|
| | | Continued Silver behaviour Heartfelt acts of kindness Fantastic learning including homework Amazing learning behaviours | |
| | | Showing resilience in learning Consistently demonstrating Core Values Continued Green behaviour Consistently following instructions | |
| | | Demonstrating good learning behaviours Following Golden Rules/Class Rules Completing work set by an adult Demonstrating Core Values | |
| | | Getting out of seat / moving around classroom Calling out Running in the school building Not putting hand up to talk Interrupting other pupils Ignoring minor instructions Silly noises/minor annoyances Pushing in the line Talking during silent work Not following Golden Rules/Class Rules Minor playground Incidents | Eating sweets in school Refusal to work/unacceptable output Deliberate disruption Accidental damage through carelessness Cheek, off hand comments Minor challenge to authority Minor, non-directed swearing Spitting Repeatedly annoying other children |
| | | <ul style="list-style-type: none"> • Repeated amber behaviour • Deliberately throwing small objects with intention of harming or breaking them. • Harming someone with intent • Damage to school/pupil property • Leaving class without permission • Repeated refusal to do set tasks • Deliberate rudeness to adults • Harmful/offensive name calling/directed swearing at another child or adult • Bullying (including cyber bullying) • Playground incident (targeted harm) • Inappropriate use of school equipment | |

Sanctions

The sanctions ladder (Appendix A) outlines a hierarchy of sanctions and record keeping to guide teachers in consistency of approach across the school. Staff members have the right to confiscate items such as jewellery, mobile phones, toys and sweets and keep them in a safe place until the end of the day/week/school term/until collected by a parent or carer. The wearing of inappropriate clothing or shoes as outlined in the school dress codes will result in contact with the parent/carers to change into full uniform unless previous arrangements have been made. Repeated uniform violations will require the involvement of a senior member of staff.

Repeated absence or lateness as recorded by school systems will trigger interventions by a senior member of staff and Educational Welfare Officer (see the attendance policy).

All staff has an active responsibility to intervene at any point or any stage where behaviour is deemed to be inappropriate. The Headteacher can undertake exclusions. Internal Exclusion requires a pupil to be excluded from all contact with classmates during the school day including break times and assemblies and to be supervised by a senior member of staff with the parent or carer informed of actions. Fixed Term (external) Exclusion will only be used as a serious sanction where other strategies have failed or in response to a breach of discipline that is serious enough to put student's learning opportunities at risk, and/or the health and safety of other pupils or staff.

Behaviour Outside of School

Benhurst Primary School expect pupils to represent the school positively in the local community and whilst on school trips. Our behaviour code applies to off-site trips and visits. For behaviour outside of school but not on school business, sanctions will apply if there is a clear link between that behaviour and damage to the reputation of the school or maintaining good behaviour and discipline amongst the pupil body as a whole. It is the school policy for children who are old enough to go home without an adult at the end of the school day, do so immediately with due respect for our local neighbours and community. Upholding our school Core Values and positively representing our school whilst in our community.

Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations. It is appropriate to discuss incidents with the child, suggest alternative games, make a record of event and inform designated safeguarding officers (Headteacher/Deputy Headteacher and Assistant Headteachers). If a child discloses inappropriate serious sexual behaviour involving other children or adults it is the legal duty of the adult to inform the designated child protection teacher immediately. Repeated or serious sexualised behaviour will result in a referral to Children's Social Care/Police Services.

Pupils with Special Educational Needs & Disabilities

To be fully inclusive the school expects the same standards of safe and respectful conduct from all of its pupils. This behaviour policy applies to all pupils who attend the school however, the school acknowledges its duty not to discriminate on the basis of special educational need or disability and that it has a duty to make reasonable adjustments to ensure that all children are included and receive their education entitlement. For children with additional needs who present behavioural challenges the school will additionally seek the support and advice of external agencies. Reasonable adjustments may include changes to timetabling, to the received curriculum and the provision of resources and scaffolds such as visual timetables and additional adult support.

Bullying

Bullying can happen anywhere, however it prevents equality of opportunity and it is everyone's responsibility to prevent it from happening and to deal with it robustly when it does occur.

What is bullying?

The term 'bullying' has changed over time. The Department for Education defines bullying as:

- Repetitive, wilful or persistent behaviour intended to cause harm, although one-off incidents can in some cases also be defined as bullying
- Intentionally harmful behaviour, carried out by an individual or a group
- An imbalance of power leaving the person bullied feeling defenceless.

The Anti-Bullying Alliance defines bullying as:

- Intentional, repetitive or persistent
- Hurting of one person by another, where the relationship involves an imbalance of power Bullying can be physical, verbal or emotional by a single person or a gang.

There are four main types of bullying. All of these types of bullying can take the form of Homophobic/Racist/Ability or gender based bullying:

Verbal: Verbal bullying is when someone is called names, threatened and made to feel bad **Physical:** Physical bullying is when someone is hit, punched, pushed or have their personal items stolen and any other kind of physical, aggressive contact

Social: Social bullying is when someone is left out of games, deliberately ignored and has bad things spread about them and made to feel like an outsider

Cyber: With the technology age a new type of bullying was born; Cyber Bullying. This type of bullying can be chat rooms, online, instant messaging, on a mobile phone or even e-mails

What can the school do?

We encourage all children to approach adults when they are upset. Where bullying is suspected teachers will speak to all the children involved and try to find out the cause of the issue. This process will often involve discussions about what happened and why. Children will be encouraged to understand what has gone wrong, reflect and confront the impact of what they have done. All serious reported incidents are recorded which are recorded and regularly reviewed. If there are repeated issues involving the same child then the school uses social skills groups, increased playground supervision, circle (social and citizenship) times in class, lunchtime clubs (including Reflection Zone) and on rare occasions of serious & sustained bullying children can be excluded.

Strategies for Reducing and Eliminating Bullying

Reasons a pupil may experience bullying may include:

- Race / Gender / Class/ Sexuality
- New child in school
- Child with family crisis
- Disability or difference of any kind
- Children who are not assertive (timid), unlikely to fight back, children with few friends, anxious or fearful children, younger children and those outside a group.

Reasons for being a bully may include:

- Experiences of violence
- Enjoyment of power / creating fear
- Low self-esteem
- Copying behaviour seen at home or on television

We firmly believe that prevention is better than cure, so we:

- Have organised/'zoned' playground activities with adult led and supervised team games as well as resourced quiet areas
- Use of Resolution Role Models and playground buddies
- Have a lunchtime time clubs for pupil's who struggle to cope in the playground.
- Regular training for staff in behaviour management, including identifying and dealing with bullying
- A Personal Social, Health & Citizenship Education curriculum which addresses social issues such as bullying and an annual anti-bullying week
- Regular class circle time which is used to address bullying and explore issues of feelings / friendship / asking for help when needed
- Each class has a 'Worry Monster' and a Mood Board through which children are provided with a further opportunity to report bullying and anxieties.
- Pupils are regularly reminded of our referral systems for bullying: self-referral (this is when a child is directly involved in an incident); peer referral (when a child has witnessed an incident but is not directly involved); parent / carer referral (when a parent raises a concern about bullying). We have clear referral routes for all pupils.

We actively follow-up all incidents as this is crucial to pupils feeling confident that the school has taken the incident seriously and that action will be taken. Advice for Parents / Carers Try to keep a perspective and be calm. As children are growing and learning social skills they can fall out and have arguments. This does not always equate to bullying and both sides of a story need to be heard before anything can be assumed. Follow the school procedures for dealing with incidents and don't try to deal with them yourself which poses the risk of being accused of bullying yourself. Parents who approach other children or parents about issues very often make the situation much worse. Don't give permission for bullying by encouraging children to hit back, or to 'toughen up'.

Procedure for Dealing with Bullying - See Appendix B

Appendix A

Sanction Ladder

| Level | Examples of Behaviour | Appropriate Sanction | Comments |
|-------|---|--|---|
| 1 | <ul style="list-style-type: none"> Calling out Getting out of seat / moving around classroom Running in the school building Not putting hand up to talk Interrupting other pupils Ignoring minor instructions Silly noises/minor annoyances Pushing in the line Talking during silent work Minor playground Incidents | <ul style="list-style-type: none"> Eye contact or tactical ignore Reminders Verbal reprimand Statement of inappropriate behaviour and consequences for repeating it Change of seating Use of in class behaviour system (e.g. moving to warning) 5 minute playground cool down (shadowed by Resolution Role Model / Staff) | <ul style="list-style-type: none"> Not recorded No other staff members involved. Peer Mediators /TA on duty deal with playground incidents After 3 repetitions within a small time frame then move to Stage 2 |
| 2 | <ul style="list-style-type: none"> Repeated Stage 1 behaviour Eating sweets in school Refusal to work/unacceptable output Deliberate disruption Accidental damage through carelessness Cheek, off hand comments Minor challenge to authority Minor, non-directed swearing Spitting Repeatedly annoying other children Playground conflict (not targeted) Being in a building unauthorised | <ul style="list-style-type: none"> Moved down on 'traffic light' Separation from the rest of the class within classroom Writing a letter of apology during break time (with class teacher) 5 - 20 minute missed lunchtime to complete unfinished work/complete pupil behaviour reflection (with year group lead) 5 minute playground time out Repair/clean up of damage. | <ul style="list-style-type: none"> Child may be spoken to at the end of the lesson (at the teachers' discretion) Resolution Role Model / staff on duty to deal with playground incidents Repeated incidents within a short time frame to be reported to Year Group Lead |
| 3 | <ul style="list-style-type: none"> Repeated Stage 2 Behaviour Deliberately throwing small objects with intention of harming or breaking them. Harming someone with intent Damage to school/pupil property Leaving class without permission Repeated refusal to do set tasks Deliberate rudeness to adults Harmful/offensive name calling/directed swearing at another child or adult Bullying (including cyber bullying) Playground incident (targeted harm) Inappropriate use of school equipment | <ul style="list-style-type: none"> Moved down on 'traffic light' Child may be removed from classroom and sent to work in AHT's classroom. Class teacher to inform parents of this. Informal contact with parents (class teacher) Separation from the rest of the class to complete work in AHT classroom Lunchtime detention (Resolution Zone) including the completion of reflection Behaviour chart (sticker chart) monitored by Year Group Lead and shared with parent Withdrawal from school events e.g. trips | <ul style="list-style-type: none"> Incidents recorded on Pupil Asset (kept on file) Parental contact recorded on Google Forms (kept on file) Reported to DHT repeated incidents within a short time frame |
| 4 | <ul style="list-style-type: none"> Repeated Stage 3 Behaviour Repeatedly leaving the classroom without permission Fighting in the classroom Playground incident (repeated intentional physical harm) Throwing large dangerous objects Serious challenge to authority Verbal abuse/swearing to any staff or parent Bringing the school into disrepute e.g. on public transport, locality. Vandalism/graffiti Stealing Persistent or serious bullying including cyber bullying Racist/homophobic incidents Truancy Malicious or inappropriate use of new technologies (see also ICT policy) | <ul style="list-style-type: none"> Moved down on 'traffic light' Formal telephone call/contact/ letter/ meeting with parents by member of SLT. Possible recompense for damaged property from parent School 'community service' Behaviour chart (sticker chart) monitored by Senior member of staff & shared with parent Possible denial of technology access rights Lunchtime detention (Resolution Zone) including the completion of reflection Exclusion from site at lunchtimes Internal exclusion up to 3 days Possible fixed term exclusion up to 15 days/Permanent exclusion Withdrawal from school events e.g. trips | <p>Requires immediate involvement of DHT / HT</p> <ul style="list-style-type: none"> Incidents recorded on Pupil Asset (kept on file) Parental contact recorded on Google Forms (kept on file) SENCO to review SEND need Involvement of outside agencies e.g. CAMHs Personal Support Plan (PSP) to be put in place |
| 5 | <ul style="list-style-type: none"> Repeated Stage 4 Behaviour Extreme danger or violence Very serious challenge to authority Verbal or physical abuse to any staff Running out of school Possession of a weapon considered dangerous by an adult at Benhurst Primary School. Possession of illegal drugs or substances portrayed or believed to be a danger by an adult at Benhurst Primary School | <ul style="list-style-type: none"> Fixed term or permanent exclusion. | <ul style="list-style-type: none"> Requires immediate involvement of DHT / HT Exclusions reported to LEA and Governing Body Parallel Procedures for official out of school activities (PRU) |

Appendix B

Bullying investigation procedure

